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AUTHOR Newton, Emily Frank
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ABSTRACT

The report describes a model, developed by the staff at Edison Community College in Fort Myers, Florida, for collecting and using follow-up information to evaluate and plan occupational programs. After a discussion of the issues to be addressed when evaluating an occupational program, a breakdown of information to be collected in a follow-up study of program leavers and completers is provided. Set forth next is a flow model for identifying respondents. Following an explanation of procedures for preparing surveys and protecting respondents' anonymity, three former-student survey instruments and an employer follow-up survey are presented. Also supplied are an information collection/analysis model and an information dissemination flow model. A discussion of procedures for using follow-up data as a tool for placement and guidance concludes the model. (MN)

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THE USES OF FOLLOW-UP INFORMATION IN OCCUPATIONAL PROGRAMS: A MANAGEMENT MODEL

EMILY FRANK NEWTON
EDISON COMMUNITY COLLEGE
FORT MYERS, FLORIDA

STATE OF FLORIDA, DEPARTMENT OF EDUCATION
RALPH D. TURLINGTON, COMMISSIONER OF EDUCATION
TALLAHASSEE, FLORIDA 32304

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Use of Follow-Up information at Edison Community College is inadequate. Each year, a study of former students is conducted for the sole purpose of completing the "AA Series". Local reporting is in the form of making copies of these reports available to a very limited audience of administrators. No accompanying narrative is supplied, and program managers, for the most part, are unaware that such an effort is even undertaken.

Program managers have no basis for assessing the impact of their programs. In many cases the faculty assist their own students in job placement and, while they frequently achieve excellent results, this non-system relies on the personal inclination of the faculty member involved. The fact is that no career planning or job placement system exists in our programs for occupational education.

Designing a model for local use of follow-up information required the redesign of the information collection system. Issues concerning the identification of the groups of respondents and local information needs had to be addressed. It was necessary to incorporate data required by the Federal and State government into the locally required data. The focus of the entire follow-up effort had to be redefined as a locally useful effort. The completion of government reports had to become only one outcome of the follow-up process, not the sole reason for its existence.

What has resulted is a model which will insure the local usefulness of follow-up data in evaluating program effectiveness and in improving vocational guidance services for occupational students.

Program Evaluation

Program evaluation in any institution must be an ongoing process which encompasses all aspects of the program. In occupational education, evaluation should consider not only whether the program objectives are being met, but also the suitability of those objectives. Evaluation activities are not separate from teaching; they are an integral part of teaching.

Some of the issues to be assessed in the evaluation of an occupational educational program are:

a. Assessment of performance objectives of the program.

   1. Does the program meet current "state of the art" objectives in the field?

   2. Are the standards compatible with the needs of local employers?

3. Do students completing the program feel comfortable on the job with the skills they have mastered?

b. Are the objectives of the program being met through the teaching methods being used?

1. Are students in the program learning what is being taught?

2. What alternative routes could improve teaching methods and learning?

c. Assessment of the kinds of opportunities available to program completors.

1. Are positions available to graduates that are appropriate to the level of education possessed?

2. Are students being over or under prepared for the kinds of positions they find upon program completion?

3. Are pay scales reasonable enough to warrant the time and dollar investment required for program completion?

4. What is required of a graduate who wishes to advance in the chosen field in terms of further education and is it accessible to an Associate in Science degree holder or Certificate completor?

d. Assessment of the costs of running a particular program.

1. What is an acceptable level of cost to the college for running a particular program?

2. How can costs be lowered or revenues raised?

e. Assessment of student satisfaction level.

1. How well are we serving our student clientele?

2. Are we assisting students to set and meet occupational goals?

3. How may this effort be improved or expanded?

Currently, the college provides that each occupational program operate with the assistance of an advisory committee, comprised of people locally active in the occupational field. These committees

meet at least annually with the following responsibilities (among others):

1. To advise on the types of courses or programs needed to satisfy the labor market needs of the district.

2. To evaluate classes and programs in terms of the working world and the needs of the district.

Follow-up data should be used as a regular part of the program evaluation work of the advisory committees. The contributions made by follow-up data will include:

a. Program suitability for entry level jobs.

This determination will be based on the employer evaluation of graduate performance on the job; the employer evaluation of program objectives; and the graduates perception of the value of program objectives in relation to the work situation.

b. Availability and Quality of Opportunity.

This will be based on responses from completors and leavers, field-employed or not, and will be the result of specific questions in the survey concerning job descriptions and job availability.

c. Retention rate of program enrollees.

This information is included in order to determine the causes of pre-completion withdrawal. It is meant to address questions ranging from the improvement of retention rates to the reassessment of skills level for program completors.

In all questions of evaluation on the local level, the emphasis is on the quality of the graduate produced rather than the quantity. Follow-up information includes both types of data: the government-required numbers and the locally-useful judgments. It is the responsibility of the college to make use of this information locally to improve its programs.

Following is a format for reporting by the Follow-Up Coordinator to the Faculty and their Advisory Committees:

REPORT ON FOLLOW-UP DATA COLLECTED
ON COMPLETORS AND LEAVERS OF

_____ in _____
(Name of Program) (Year)

Purpose of Report:

To supply information for use in evaluating program effectiveness in career preparation.

1. Number of program completors in period studied.
2. Breakdown of current activities of program completors.
   a. # working in the field as a direct result of program completion.
   b. # working in field in advanced position as a direct result of program completion.
   c. # working in the field in the same job as when enrolled.
   d. # working in unrelated field with reasons detailed.
   e. # continuing education with reasons detailed.
   f. # unemployed by choice or out of employment market.
   g. # unemployed and seeking employment.
3. Job descriptions of field-employed completors.
4. Salary range of field employed completors.
5. Summary of pertinent comments on program and college.
6. Report on employer impressions of performance.
7. Summary of employer comments on program preparation.
8. Report of student perceptions of program objectives.
9. Report of employer perceptions of program objectives.
10. Recommendations and implications for further study based on information collected.

11. Breakdown on current activities of program leavers. Report reasons for leaving and employment levels in field if applicable.

12. Summary of information collected on students enrolled in occupational courses for reasons other than degree completion.

It is the responsibility of the Follow-Up Coordinator to present both the statistical information collected from the Follow-Up Study and the implications of this information. It is the responsibility of the Faculty Coordinator to see that these implications are considered by the advisory committee involved in the evaluation of the occupational program. Cost factors in programming are also a major consideration in evaluation and it is the program manager's responsibility to secure the required information regarding the economics of a given program. The Faculty Coordinator and his Advisory Committee will direct their attention to issues concerning acceptable cost levels for programs, acceptable levels of enrollees and program leavers, acceptable levels of field-placements as a result of the program. Setting standards for concerns such as these will clarify the task of evaluation by the committee and will aid in the identification of areas needing further study.

The Follow-Up Coordinator should also present the implications of this data. For example, by providing an occupational profile of a program graduate, it begins to be possible to evaluate the quality of job for which students are preparing. The quality of an occupational program can be measured in part by the evaluation of the jobs available to its graduates. Consideration can be given to the suitability of the job level available to a program graduate in comparison to the amount of effort required for graduation. Clearly, a situation where graduates end up in jobs they could have secured without the degree, or where the degree isn't enough preparation, requires reconsideration of program planning.

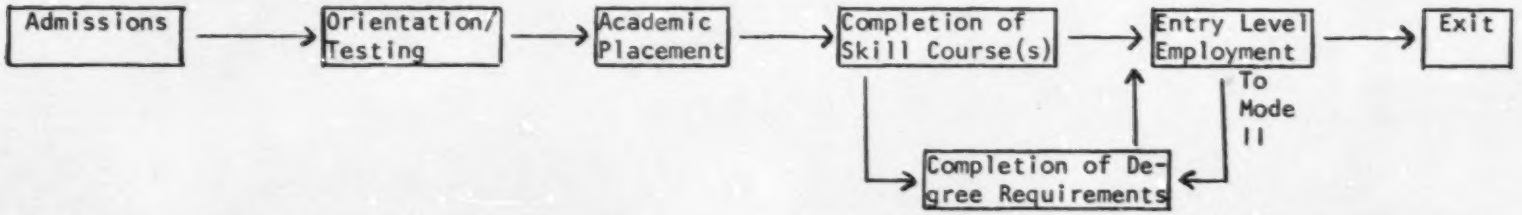
Evaluation of program activities and outcomes belongs in the hands of the local program manager. Use of an advisory committee in discussions of program evaluation is intended to serve as a forum for discussion and investigation to assist the faculty coordinator. Community advisory committees are not intended to usurp the prerogatives of the faculty manager. Maintaining local control of educational programs requires acceptance of the responsibility of evaluating one's own efforts, and refining programs to achieve the best results.

Identification of respondents

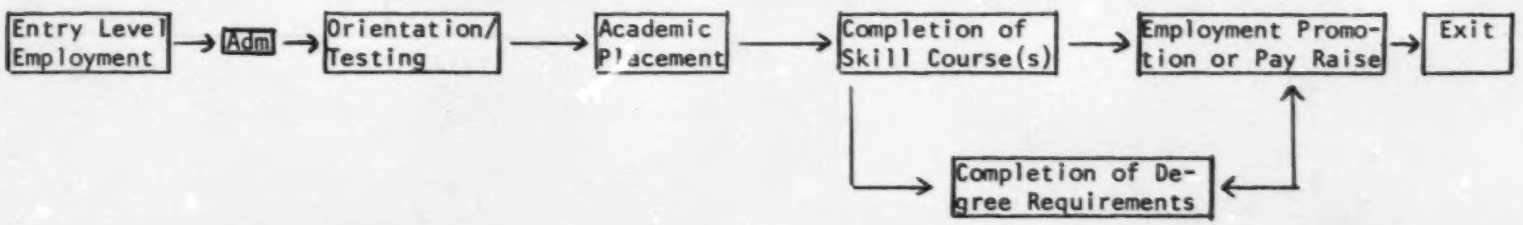
Community College open-entry and open-exit programming sometimes makes it difficult, if not impossible, to clearly identify a program leaver. Students are encouraged to attend college to increase their employability and satisfy their personal goals. A degree is imposed by the college as the legitimate end of that effort. In surveying our former students, emphasis should be on what they have accomplished. We should seek new ways to improve our programs which will include flexibility in programming for a non-traditional population. (See Flow Model, next page)

FLOW MODEL FOR OCCUPATIONAL STUDENTS

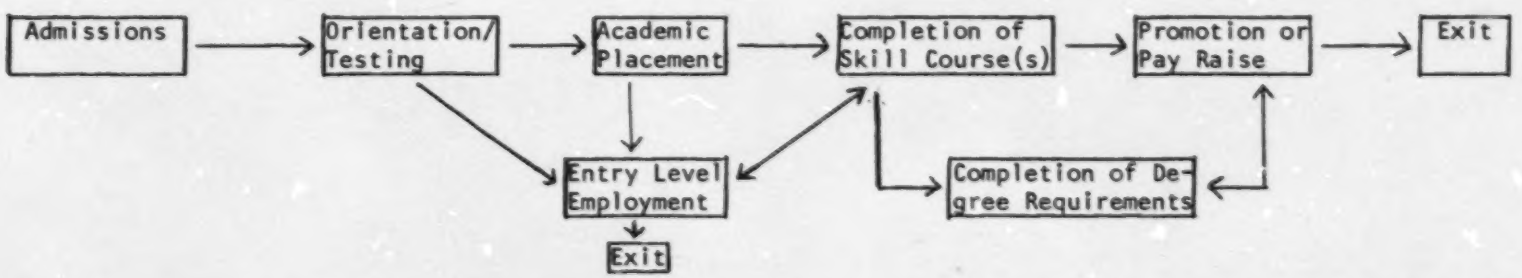
MODE I: Student has no field work experience prior to college admission. Expected outcome: Entry job.



MODE II: Student has entry level employment prior to admission. Expected outcome: Advancement in field.



MODE III: Student enters with no field experience and secures entry job early in enrollment. Expected outcome: Advancement.



Notes:

1. Chart represents students who enroll in occupational programs for employment benefits, either to secure a job or to receive a promotion or salary increase.
2. Students may exit the college when they gain the expected benefit or they may continue to complete an entire program.
3. Students may realize the benefits intended for graduates prior to completing an entire program.
4. The benefits of completing an entire program may have to be improved in order to motivate students to persevere.
5. Follow-Up surveys are valuable to program evaluation efforts by providing information on the effects of course or program completion on employment.

The identification of a program leaver relies on the definition of what constitutes a program. According to the CCMIS manual, a program is defined as "a course or a group of related courses or instructional activities through which a student can achieve the competencies required for entry into an occupation or a cluster of occupations." Using this definition literally would require that we consider portions of recognized A.S. degree programs as separate programs. For example, in the Emergency Medical Technician Program, the initial course in the sequence equips one to be eligible for the state certification examination. By completing just one course, a student can achieve the competencies required for entry into this occupation. Another example may be the completion of a core of introductory courses in Computer Science or Secretarial Science which would also permit entry into the occupational field. The definition of a program, therefore, is of paramount importance in the determination of what constitutes a program leaver.

The current system of identifying program leavers relies on student self-reports of intentions and educational goals. At each registration period, the student is asked to provide a check-off response to one of various educational goals. Each time the student registers, this code is updated and maintained as part of the student's file. When the Follow-Up survey is done for a given period of time, these codes are used to identify which former students qualify as program leavers. Self-reporting appears to be a valid route to finding out a student's intention regarding degree program enrollment, but lack of clear definitions of these categories results in identification as degree program leavers, those who never intended program completion in the first place. Mixing true program leavers with students who only planned on taking a course or two does not permit us to examine our impact on the 'occasional student' population in the community. In addition, it inflates the size of the program withdrawal population. Instead of looking at the positive effects of the courses completed, we identify the student as one who has abandoned an educational plan. If our intent is to make courses available for entry-level employment, then we should seek to legitimize any effort in that direction. A success story for the Division must be a person who, as a result of coursework, gains entry-level employment or advances in a job already held, whether the student has completed just one course or an entire A. S. degree program.

To assure proper classification of former students, we must provide clear definitions of the various goal codes. It must be clear that one can enroll in courses for credit without being a degree-seeking student, and that educational goals can be changed at subsequent registration periods. Further, any status issue should be eliminated, i.e., where a student believes preferential status is given a degree-seeking student. To insure that registering

students understand the goal choices presented, efforts should be made to train the staff to assist students in selecting the appropriate goal choice. Without adding undue time to the jobs of admissions personnel and schedule coordinators, it is they who can see to it that students who are unsure of degree plans are coded as non-degree seekers until the student determines otherwise.

Procedure for the preparation of surveys for protection of anonymity:

1. Prepare print-outs from institutional records for each population described on chart. Include the following:

    a. Name.

    b. Address, Telephone number.

    c. Sex and ethnic information.

    d. Student identification number.

    e. Program enrollment (where applicable).

    f. Degree sought or obtained (where applicable).

    g. Credits completed.

    h. Educational goal code.

2. Assign an identifying symbol for each student to be surveyed. Mark this symbol on the survey form and the master print-out.

3. Send surveys (first round). The cover letter should be signed by the Division Chairperson and should explain the purpose of the survey and the coding used. Preservation of anonymity should be stressed.

4. Upon return of the questionnaires, codes should be matched to the master list for the purpose of identifying those who will require second effort for response and so that answers may be cross-referenced to available baseline information already on file.

5. After appropriate recording of responses, questionnaires should be destroyed.

Procedures for mailing, advantages of prepaid envelopes, color of the survey instrument, and other issues which have an effect on the response rate will not be covered here. Sources for this type of information are listed in the references. The form should be clear, professional-looking, and attractive. The survey should invite response by appearing as important as it is.

The Survey Instrument

Survey instruments for Follow-Up studies of former students are included in this report. Items for these instruments have been obtained from many sources which are noted in the References Section. They are designed to determine the direct effects of student experiences at the college, and include all items required by law for state uniformity in reporting. In addition, they are adaptable to special needs expressed by individual program managers. In the absence of local data processing capability to collect certain baseline information, questions are asked concerning past employment as a base for measurements against current employment situations. Where programming assistance is readily available and a more sophisticated Student Information System is in place, it is possible to collect employment and goal information on an ongoing basis. Every effort has been made to guarantee confidentiality for respondents, while freeing them from having to complete items for which existing records are available.

Each former student is surveyed to assess the impact of the college on the individual student. How well we prepare students in occupational fields, through single courses or complete degree programs, is the basis of the entire Follow-Up effort.

POPULATION IDENTIFICATION	POPULATION DEFINITION	TIME TO BE SURVEYED	FOCUS OF SURVEY
Program Completors.	Completed all requirements for A. S. Degree or Certificate Program.	Fall of the year following completion.	Effect of program completion on employment status of student.
Program Leavers.	Expressed intent to complete a Degree or Certificate Program. Did not register for three consecutive sessions after completing portion of program requirements.	After the registration period in the Fall session following enrollment in the previous Fall or Winter sessions.	Effect of partial completion of program requirements on employment status; plans for pursuit of original educational goal.
Occasional Students.	Expressed goals as other than degree certificate completion. "Other Personal Objectives" students.	After each completed session.	Effects of course completion on personal objectives; impact of college offerings on community employment.

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COMMUNITY COLLEGE • College Parkway, Fort Myers, Florida 33907 • Phone 481-2121

Dear Graduate:

Edison Community College conducts follow-up studies of its program completors in order to improve programs for current and future students. Your opinions of the program you studied at Edison and the services available to you at the college are the basis of our evaluation of program effectiveness.

We want our occupational education programs to address the issues to be faced by those working in your major field of study. Your experiences at the college and in your job will help us plan course improvement and strengthen counseling, advising, and placement services.

Your confidentiality in answering this survey is guaranteed. Please take a few minutes to complete the form and return it in the enclosed pre-paid envelope.

Sincerely,

Chairman,
Division of Applied Sciences

An equal access/equal opportunity institution

EDISON COMMUNITY COLLEGE

PROGRAM COMPLETOR EVALUATION QUESTIONNAIRE

Information collected through this survey will be used to improve the educational programs offered by the college. All responses will be reported in collective statistical form with no reference to the individuals responding. The coding which appears on this form contains demographic identification information; confidentiality of responses is guaranteed. Your assistance in this effort is greatly appreciated.

1. What is your current educational status?

   _____Currently attending school.

   _____Not currently attending school.

2. What is your current employment status? (Check one).

   _____Employed (Includes all employment, even if below your qualifications, does not include full-time military service).

   _____Employed (Full-time military service).

   _____Unemployed (Not employed, but actively seeking employment).

   _____Not in the labor force. (Not employed and not seeking employment; because of choice, illness, full-time student status, retirement, pregnancy, or other such reason).

3. Please rate each of the following services at Edison Community College:

	Superior	Good	Fair	Poor	Never Used
Financial Assistance					
Job Placement Assistance					
Academic Guidance					
Counseling Services					
Library Services					
Tutoring Services					

4. We would appreciate any comments regarding how we could improve the program you have completed and/or services we have provided.

_____

_____

_____

_____

NOTE: If you are currently employed, please answer the remaining questions; otherwise skip the remaining items.

5. Please provide the following information on your present job:

Name of Company or Firm: (If self-employed, please write self).

_____

Company or Firm Mailing Address: (Include City, State, and Zip Code).

_____

Your Immediate Supervisor: (Include first and last name).

_____

Your Job Title: _____

Your Job Duties: _____

_____

_____

6. What is your current salary before deductions?

$_____per_____

7. The salary in the preceding item is based on how many hours per week? _____Hours Per Week.

8. Is this job related to your field of vocational training?

_____Yes, it is directly or closely related.

_____No, it is only remotely related or it is not related at all.

9. How did you locate this job?

_____Was assisted by a faculty contact at Edison.

_____Was assisted by the College Career Center.

_____Was assisted by family and/or friends.

_____Applied on my own.

10. Which of the following was a direct result of the program you completed at Edison?

_____Helped me to qualify for entry level position in my field.

_____Helped my peformance in a job I already held.

_____Helped me to advance in my career field.

_____None of the above.

_____Other (Please describe). _____

_____

11. If you are working outside of your field, please indicate the choice which best describes your reasons:

_____Didn't feel sufficiently qualified for a job in that field.

_____Felt qualified, but was unable to locate a job in that field.

_____Found better opportunity working outside of that field.

_____Other reason. (Please describe). _____

_____

Thank you for your assistance with our survey. Please return this form in the prepaid envelope as soon as possible.

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Dear Former Student:

Edison Community College conducts follow-up studies of its former students in order to provide programs to suit your needs. Our records indicate that you have completed a portion of a career program at the college and we would like to know the effects of this experience on your employment situation.

Your confidentiality in answering this survey is guaranteed. It will not affect your status with the college in any way. Please take a few minutes to complete the form and return it in the enclosed pre-paid envelope.

Sincerely,

Chairman,
Division of Applied Sciences

An equal access/equal opportunity institution.

EDISON COMMUNITY COLLEGE

FORMER STUDENT EVALUATION QUESTIONNAIRE

The information collected through this survey will be used to improve the educational programs offered by the college. All responses will be reported in collective statistical form with no reference to the individuals responding. The coding which appears on this form contains demographic identification information and confidentiality of responses is guaranteed. Your assistance in this effort will be greatly appreciated.

1. What is your current educational status?

   _____Currently attending school.

   _____Not currently attending school.

2. What is your current employment status? (Check one)

   _____Employed (includes all employment, even if below your qualifications; does not include full-time military service)

   _____Employed (Full-time military service)

   _____Unemployed (Not employed, but actively seeking employment.

   _____Not in the labor force. (Not employed and not seeking employment, because of choice, illness, full-time student status, retirement, pregnancy, or other such reason)

3. Which of the following was a direct result of your enrollment at Edison?

   _____Helped me to qualify for entry level position in my field.

   _____Helped my performance in a job I already held.

   _____Helped me to advance in my career field.

   _____None of the above.

   _____Other (Please describe) _____

   _____

4. Which of the following best describe your reasons for not continuing your program plans at Edison?

_____Found job in occupation related to course(s) completed at Edison.

_____Decided to change my career plans.

_____Dissatisfied with instruction at Edison.

_____Dissatisfied with course content at Edison.

_____Experienced financial problems.

_____Experienced class scheduling conflicts.

_____Experienced grade problems.

_____Transferred to another college.

_____Experienced other personal problems.

_____Other reasons. _____

5. Do you plan to return to Edison in the future?

_____Yes, to complete the program I started.

_____Yes, but in a different program.

_____Yes, but only for single courses of interest.

_____No.

_____Undecided.

6. Please rate each of the following services at Edison Community College.

	Superior	Good	Fair	Poor	Never Used
Financial Assistance					
Job Placement Assistance					
Academic Guidance					
Counseling Services					
Library Services					
Tutoring Services					

We would appreciate any comments regarding how we could improve the program you were enrolled in and/or services we have provided.

_____

_____

_____

NOTE: If you are currently employed please answer the remaining questions. Otherwise, skip the remaining items.

7. Please provide the following information on your present job:

   Name of Company or Firm: (If self-employed, please write self)

   _____

   Company or Firm Mailing Address: (Include City, State and Zip Code)

   _____

   Your Immediate Supervisor: (Include first and last name)

   _____

   Your Job Title: _____

   Your Job Duties: _____

   _____

   _____

8. What is your current salary before deductions?

   $_____per_____.

9. The salary in the preceding item is based on how many hours per week?

   _____hours per week.

10. Is this job related to your field of vocation training?

    _____Yes, it is directly or closely related.

    _____No, it is only remotely related or it is not related at all.

EDISON COMMUNITY COLLEGE

STUDENT QUESTIONNAIRE

Our records indicate that you were enrolled in one or more occupational education courses at Edison Community College. We are interested in your opinions of your experiences at Edison. Your responses will be summarized in statistical form and will not affect your status at the College. It is only through your response that we can continue to serve your needs. Thank you for your cooperation.

1. Which of the following was a direct result of the course(s) you took at Edison Community College?

   _____Helped me to qualify for an entry level position in my field.

   _____Helped my performance in a job I already held.

   _____Helped me to advance in my career field.

   _____None of the above.

   _____Other (please describe). _____

2. If you are employed in an occupational field related to the course you took at the college, please rate the usefulness of the course to you in the performance of your job.

   _____Very useful.

   _____Somewhat useful.

   _____Not useful at all.

3. Do you plan to return to Edison Community College in the future?

   _____Yes, for courses in the same occupational area.

   _____Yes, for courses in other areas of personal interest.

   _____No.

   _____Undecided.

4. What courses would you like to see offered at Edison that we do not presently offer?_____

   _____

5. Please make any additional comments you might have on how we might better serve the community.

_____

_____

_____

_____

EDISON COMMUNITY COLLEGE

EMPLOYER FOLLOW-UP SURVEY

NOTE: This form contains NO student identifiable information and is authorized by law (20 USC 2312 and USC 2391). The code number in the upper right-hand corner contains information of the program in which the individual was enrolled, the level of the program, and other demographic information to allow evaluation of the effectiveness of our vocational programs. No part of the code contains employer or student identifiers. Please do not return the cover letter with this form.

1. VOCATIONAL TRAINING EVALUATION

Please rate the vocational training received by the individual in the following areas:

	Very Good	Good	Neutral	Poor	Very Poor
a. Technical knowledge	____	____	____	____	____
b. Work attitude	____	____	____	____	____
c. Work quality	____	____	____	____	____
	(5)	(4)	(3)	(2)	(1)

2. OVERALL RATINGS

What is your overall rating of the vocational training received by this individual as it relates to the requirements of his or her job?

Very Good	Good	Neutral	Poor	Very Poor
____	____	____	____	____
(5)	(4)	(3)	(2)	(1)

3. RELATIVE PREPARATION

As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

____No basis for comparison

(5) ____Individual is better prepared

(3) ____Both are about the same

(1) ____Individual is less prepared

4. What, in your opinion, is the job outlook for program graduates of this particular occupational field?

_____Very good

_____Good

_____Poor

5. To what extent has this employee's college training added to his or her prospects for job advancement?

_____Very much

_____Much

_____Neutral

_____Very little

_____Not at all

6. What was the primary source(s) for the initial hiring of the graduate named?

_____Employment agency

_____College faculty member

_____College job placement office

_____Applicant applied on own initiative

_____Other (Please describe)_____

7. What suggestions do you have for improving the technical and/or personal skills of future graduates?

_____

8. In an effort to be responsive to the needs of area employers, Edison Community College has vocational advisory committees for each of the occupational preparatory programs offered by the college.

_____Have you served on such a committee?

_____Would like to serve? (If you have indicated "yes", please list the name and telephone of someone we may contact)

_____

Who collects and Interprets Follow-Up Information?

Applying the information gathered from Follow-Up studies to the evaluation process of the division and to the vocational guidance efforts provided for its students requires a commitment to the value of this information. The first indication of commitment should be the appointment of a full-time Placement and Follow-Up Coordinator for the Division of Applied Sciences.

The responsibilities of this position will include the following:

1. Supervision of the collection, maintenance and use of elements in the Student Information System which pertain to Placement and Follow-Up including the design of required forms and survey instruments.

2. Development and conduct of Career Placement Services for occupational students, interfacing efforts with the college-wide Career Center.

3. Production of statistical reports and narrative analyses based on findings of Follow-Up studies for presentation to Faculty, Administration, Community and Students. Design and production of material illustrating results of Follow-Up studies.

4. Development and conduct of Job-Finding Skills and Career Planning Workshops for Occupational students. Training of peer and volunteer group facilitators for workshop program.

5. Coordination of portion of regular Orientation program for Occupational students only.

The rationale for a position in the Division of Applied Sciences to handle placement and follow-up activities for occupational student comes from the Division's stated commitment to provide programs directly leading to careers. The special needs of the occupational student in terms of locating positions for which they are trained and being informed about the local conditions of the field they plan to enter requires special consideration by the college. As follow-up data is a valuable tool in making career decisions, it follows that the person responsible for follow-up surveys be involved in the career planning and placement program.

The responsibility for the preparation of government reports would remain in the hands of the Institutional Follow-Up Coordinator in this system. The content and design of the survey instruments for occupational students will be the responsibility of the Division

Coordinator. In addition, the interpretation of the findings for local use shall be the responsibility of the Division Coordinator. A joint responsibility of both Follow-Up offices will be to work with Data Processing in the future development of Student Information with Data Processing in the future development of Student information Systems reflecting the needs of follow-up reporting.

The chart below indicates the responsibilities for follow-up information collection and interpretation based upon a division of duties between an institutional Follow-Up Coordinator and a Division Coordinator:

DIVISION OF APPLIED SCIENCES FOLLOW-UP COORDINATOR	INSTITUTIONAL FOLLOW-UP COORDINATOR
Determines information requirements of the Division.	Designs survey for other Divisions of college, reflecting the information needs of those Divisions.
Designs survey instruments for occupational students	Determines methods of data collection and compilation of statistics.
Approves methods of collection of information and findings to be reported to the government as they pertain to Occupational Students.	Conducts survey operation.
Prepares reports on follow-up information. Designs forms of presentation for faculty, students and community.	Prepares reports for state and federal requirements.

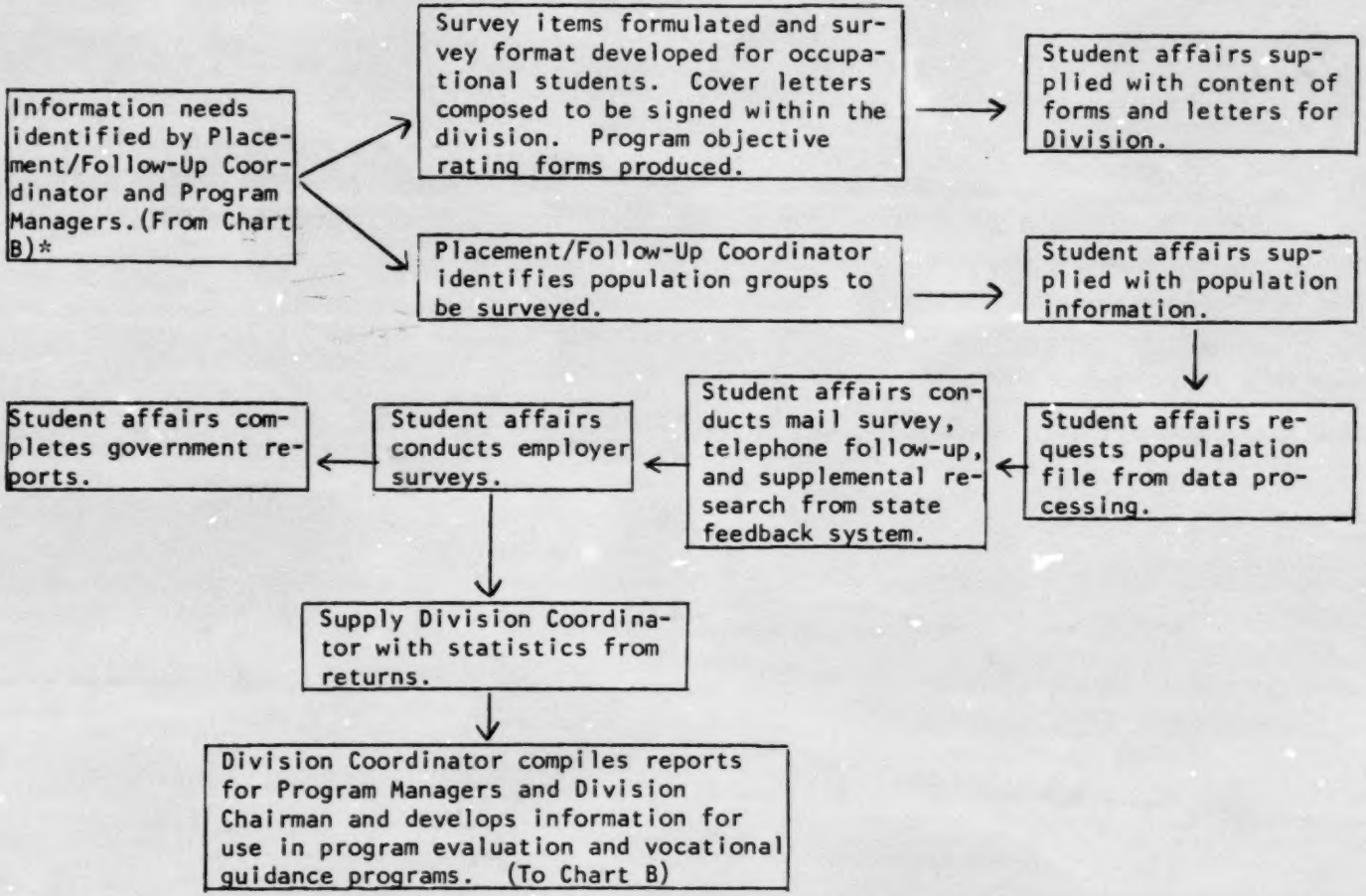
An issue not addressed in outlining these responsibilities is the need for feedback to other divisions of the college. Investigation of such needs could well result in expanded responsibilities of the institutional Follow-Up Coordinator.

It shall be the responsibility of the Division Follow-Up Coordinator tc inform the Division faculty of all follow-up efforts. This shall be done through educational sessions at Division meetings to describe the follow-up system. Individual consulting sessions

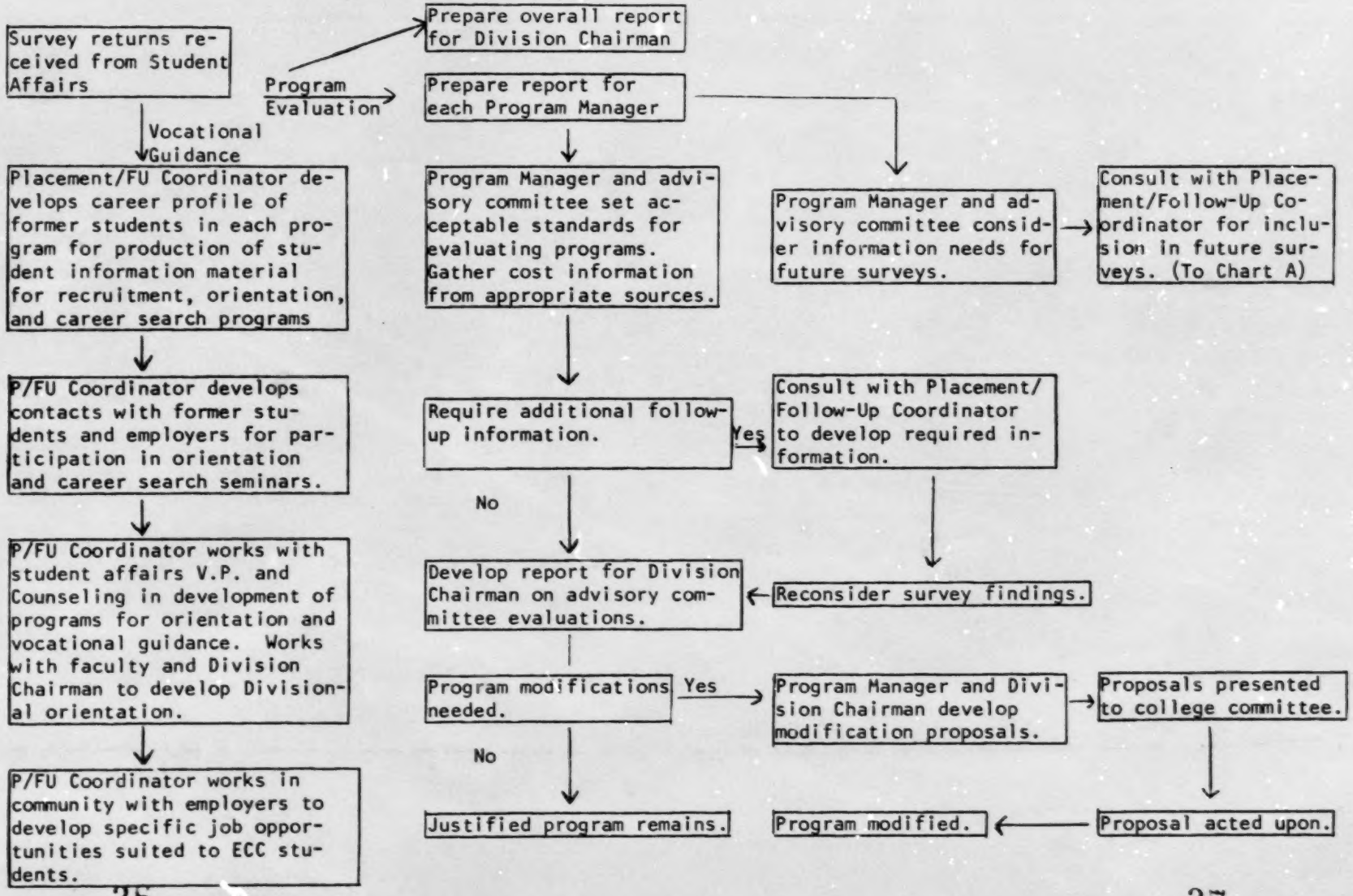
with faculty managers will further discussion on the adequacy of the surveys used for particular programs. Input from faculty on their information needs will add to the responsiveness of the follow-up effort to local requirements. The Division Follow-Up Coordinator shall also work with the faculty in refining evaluation efforts done with the help of individual advisory committees and shall work with the Division Chairman in designing a reporting system describing the evaluation procedure used by the faculty manager and the advisory committee.

Another major responsibility of the Division Coordinator shall be the coordination of Career Planning and Placement efforts for Occupational students. It is intended that the majority of time spent on this position will not be in conducting follow-up surveys and completing government reports, but in local reporting, program planning, job development, and counseling. The skills required will include not only the ability to design and interpret survey instruments for local use, but also the capability to plan and conduct career planning and placement programs for occupational students. The Division Coordinator will need to be well-tuned to the goals and missions of the college in the occupational areas and capable of effectively using information to fulfill these goals.

INFORMATION COLLECTION AND ANALYSIS (A)


Information needs identified by Placement/Follow-Up Coordinator and Program Managers. (From Chart B)*
Survey items formulated and survey format developed for occupational students. Cover letters composed to be signed within the division. Program objective rating forms produced.
Student affairs supplied with content of forms and letters for Division.
Placement/Follow-Up Coordinator identifies population groups to be surveyed.
Student affairs supplied with population information.
Student affairs requests populalation file from data processing.
Student affairs conducts mail survey, telephone follow-up, and supplemental research from state feedback system.
Student affairs conducts employer surveys.
Student affairs completes government reports.
Supply Division Coordinator with statistics from returns.
Division Coordinator compiles reports for Program Managers and Division Chairman and develops information for use in program evaluation and vocational guidance programs. (To Chart B)

INFORMATION DISSEMINATION AND ANTICIPATED OUTCOMES (B)


Survey returns received from Student Affairs
Prepare overall report for Division Chairman
Program Evaluation
Prepare report for each Program Manager
Vocational Guidance
Placement/FU Coordinator develops career profile of former students in each program for production of student information material for recruitment, orientation, and career search programs
Program Manager and advisory committee set acceptable standards for evaluating programs. Gather cost information from appropriate sources.
Program Manager and advisory committee consider information needs for future surveys.
Consult with Placement/Follow-Up Coordinator for inclusion in future surveys. (To Chart A)
P/FU Coordinator develops contacts with former students and employers for participation in orientation and career search seminars.
Require additional follow-up information.
Yes
Consult with Placement/ Follow-Up Coordinator to develop required information.
No
P/FU Coordinator works with student affairs V.P. and Counseling in development of programs for orientation and vocational guidance. Works with faculty and Division Chairman to develop Divisional orientation.
Develop report for Division Chairman on advisory committee evaluations.
Reconsider survey findings.
Program modifications needed.
Yes
Program Manager and Division Chairman develop modification proposals.
Proposals presented to college committee.
No
P/FU Coordinator works in community with employers to develop specific job opportunities suited to ECC students.
Justified program remains.
Program modified.
Proposal acted upon.

Vocational Guidance and Placement Assistance

The need for developing career planning and placement programs for occupational education students is clear. Implicit in offering technical education programs with the promise of "job and career in (one) two years" is not only the teaching of specific technical skills required in the job area, but also the skills to identify and secure appropriate employment. Unstable economic conditions and rapidly changing demands for personnel require that occupational education students remain flexible in developing personal career plans. Incorporating the technical skills of a program with the personal skills of career development will allow our students to widen their employment options and will bring the college closer to fulfilling its promise of employment through program completion.

It is the responsibility of the Division Placement and Follow-Up Coordinator to develop a Career Planning and Placement Program for occupational education students which will integrate the findings of Follow-Up studies into the educational programs of current students. The purpose of such a program is to provide an introduction to occupational education in general and to a career field specifically, and can be accomplished through the use of local, recent experiences as source material. A further objective of the program is to introduce students to options in life and career planning in their occupational field. Through the program students will explore the expected outcomes of occupational education. Program completors will not only have mastered the skills to do a job, they will be able to get the job as well.

Use of follow-up data as a tool for placement and guidance includes:

1. Development of a local resource group of employers for placement contacts.
2. Identification of the kinds of jobs program completors are doing.
3. Description of skills in use by recent program completors.
4. Identification of routes to further education and career advancement.
5. Analysis of successful job-finding patterns.
6. Record of hiring procedures of local employers.
7. Development of courses for updating skills; recommendations for program revision based on experiences of former students and employer comments.

8. Index of entry level jobs in region, based on the skills required, and the needs of employers.

An aggressive placement service for occupational students would allow for the development of local positions based on the skills and competencies developed by students at the college. It would serve an essential public relations role for the college in demonstrating the value of formal education to the community in supplying needed personnel. It would assist students to identify required competencies and help them to focus their job searching strategies.

Orientation to an occupational course of study should be a requirement for certain of the Applied Science programs where options for working situations vary widely, and where there is limited exposure to actual field work during the program. An essential aspect of a career program is career information beyond technical skills. It is at the beginning of such a course of study that this exposure is most valuable to the student, offering options for exploration during the time one has easiest access to facilities.

The first phase of Career Planning and Placement exploration for Occupational Education students should begin during the orientation program for new students. These sessions should be specifically for students enrolled in technical programs and would supplement the college-wide orientation program. Participation by the faculty of the division and current students in the programs would be a condition of their success. Orientation program objectives are to:

1. Provide entering students with the opportunity to become familiar with the reality of working in a particular field.

2. Give new students an overview of the objectives of the program they are enrolling in.

3. Give students an introduction to planning a program to fulfill personal objectives, and an understanding of the resources available to assist in setting and realizing goals.

4. Allow students to share concerns and develop a group identification through common concerns.

Orientation sessions would include:

1. Discussion with recent graduates on what they do in their jobs; what they see as future career options; what experiences helped them to realize their goals. Through group interchange and guided discussion, students will be encouraged to share their concerns and begin to develop an under-

standing of work in their field.

2. Exploration of available resources on campus and in the community for researching work in general as well as specific types of jobs.

3. Discussion with employers in the community on the employer perspective of work in a given field and their view of career path possibilities.

4. Dissemination of Academic program information by faculty, including an overview of objectives of the program and the skills the students can expect to master through the program.

In planning this program, the Placement and Follow-Up Coordinator shall make use of collected follow-up data to provide for the community personnel needed to conduct these sessions. Findings will also supply the basis for printed material on career options to be considered during the program of study. Finally, this program will offer the opportunity to involve new students in the follow-up cycle of the college and will encourage their participation in later years.

Emphasis on Career Planning in Occupational Education programs should continue beyond the initial orientation activities. The Division Coordinator should, in cooperation with the counseling department, offer periodic seminars on life planning, informational interviewing, and specific job searching techniques. The culmination of the career planning program will be in the actual placement assistance procedure. Responsibility for the development of local jobs for program graduates will be the responsibility of the Placement Coordinator in cooperation with Division faculty, advisory committees, and the college career center. In implementing such a Career Planning Program, the Coordinator would need to work with the Division Chairman in integrating the program with the requirements of the various programs in the Division. Also required would be coordination with counseling in regard to the career center and available vocational testing programs. Most important, time must be available for contact in the field to represent the college to employers for job development attuned to the competencies developed by our students.

The Coordinator will be responsible for the preparation of printed material, posters, displays, and special programs for occupational students, and for integrating the findings of follow-up studies into the faculty advising process. For example, based on the experiences of former students, we should encourage current students to participate in particular work experiences that will assist

in job searching upon completion. Another possibility will be the redirection of student efforts based on their career goals. Evaluation of accomplished career and educational goals gives insight into the advising process for current students. Comparisons of the career paths of former full-time and part-time students will help students determine the values of different approaches to program completion. The level at which field-employability has been determined in the past can lead to the development of different levels of program certification. Therefore, students who require shorter periods of training can develop certifiable skills which allow for earlier employment. By providing this kind of interpretive information to academic advisors, the Follow-Up Coordinator will make it possible to assist students prior to completion or withdrawal in ways that make their total institutional experience more worthwhile.

Another follow-up related issue to be considered by the institution is a survey of former students to be conducted from three to five years after completion of an occupational program. This information would be of value for both program evaluation and vocational counseling. Speculation on the possibilities of advancement in a particular field does not substitute for actual case histories of program graduates. This kind of information will aid the institution in clearly representing the employment value of its programs to prospective students. It would add insight to the evaluation of programsin regard to their value in progressing within a career field. It will help Program Evaluators to guage the necessity of further education for mobility within a field. Fields with limited growth opportunities could be identified and improvements such as skills updating, management education, and articulation into programs of further education investigated.

If career paths lead to self-employment in a field, attention might be given to courses or opportunities in small business operation in conjunction with the technical skills taught in the occupational course. Looking back at the college experience after some time in the field will give a different perspective as to the value of that experience.

The combination of efforts involved in making students more attuned to employer's needs and employers more aware of what our students can offer are essential to the offering of programs which will truly lead to a career.

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